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### Todd County School District Improvement/Progress Report Form

<b>Principle:</b> Evaluation Procedures				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) A variety of assessment tools and strategies must be used to gather relevant functional and developmental information about the child to determine eligibility and program placement. Through a review of 18 student records, the monitoring team found the district staff did not include functional information in the evaluation process or understand that this information was to be summarized and used for determining specific skill areas affected by the student's disability, the student's present level of academic performance, their progress in the general curriculum or development of annual goals and short term instructional objectives. Functional assessment information is available through a variety of sources in the district, however, there is not an established process across all grade levels and disciplines for collecting, analyzing, summarizing or integrating the information into the 25 day evaluation process for all eligible students.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All student evaluations will include functional information and that information will be used to develop present levels of performance, annual goals and short term instructional objectives.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  <b>All evaluations will include a summary of functional assessments that will be used throughout the process.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
What will the district do to improve? <b>The District's observation form will include a functional assessment check list with corresponding documentation attached. A copy of the revised form will be submitted to the regional contact person.</b> What data will be given to OSE to verify this objective? <b>A summary of data will be submitted.</b>	<b>September 2003</b>	<b>Debera Lucas</b>	<b>On-going</b>	<b>Met June 04</b>

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Please explain the data (6 month) <b>A copy of the functional assessment checklist was submitted. Data was unable to be collected since this form was implemented at the beginning of the '03-'04 school year. This data will be collected and submitted in January 2004.</b>				
Please explain the data (12 month) <b>A review of district documentation was conducted. In all instances the Functional Assessment sheet was included with the permission to assess documentation for students requiring academic assessments. This form was not utilized when a student required only speech/language assessments. To ensure that functional assessments are not overlooked staff will utilize a checklist specifically addressing speech/language issues. This form will be in place by April 13, 2004.</b>				
2. What will the district do to improve? <b>The District's Present Level of Performance page will be revised.</b> What data will be given to OSE to verify this objective? <b>A copy of the revised form will be submitted for review.</b>	<b>September 2003</b>	<b>Debera Lucas</b>	<b>Met</b>	
Please explain the data (6 month) <b>A copy of the revised form was submitted for review. This format will be utilized for each individual area of concern.</b>				
Please explain the data (12 month) <b>Another revision has occurred with the District's Present Level of Performance page. A copy of this revision will be sent to the Department of Education.</b>				
3. What will the district do to improve? <b>All certified exceptional education staff will receive training regarding functional assessment requirements.</b> What data will be given to OSE to verify this objective? <b>A copy of the training agenda and staff sign in sheet will be submitted for review.</b>	<b>September 2003</b>	<b>Debera Lucas</b>	<b>Met</b>	
Please explain the data (6 month) <b>Training for all staff was held on August 27, 2003. A copy of the training agenda and sign in sheet were submitted.</b>				
Please explain the data (12 month) <b>Additional instruction will be presented to preschool and speech staff members. This training is scheduled for April 8, 2004.</b>				

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<p>4. What will the district do to improve?  <b>All functional assessment information will be summarized in report form for initial and re-evaluation referrals.</b></p> <p>What data will be given to OSE to verify this objective?  <b>A review of 25% of all summaries will be kept on file.</b></p>	<p><b>January 2004</b></p>	<p><b>Debera Lucas</b></p>	<p><b>On-going</b></p>	<p><b>Met June 04</b></p>
<p>Please explain the data (6 month)  <b>Not applicable at this time.</b></p>				
<p>Please explain the data (12 month)  <b>A total of 45 files were reviewed. Analysis was broken down into academic, speech/language, and motor areas. Academic functional assessments were documented in 31/32 (97%) cases. The only assessment not found was in a preschool file. Speech/language had documentation for 16/24 (66%) of all functional assessments required. Motor had 7/7 or 100% of functional assessment documentation. The overall average was 54/63 or 86% of all assessments had clear-cut functional assessment documentation. As stated earlier, additional training will occur on April 8, 2004 for preschool and speech staff. Preschool and speech staff will use a revised functional assessment form to ensure that all are being addressed.</b></p>				
<p>5. What will the district do to improve?  <b>Training will be provided to all certified exceptional education staff regarding the linkage of students' present level of performance and goals/objectives.</b></p> <p>What data will be given to OSE to verify this objective?  <b>1. Submit copies of training material and staff sign in sheets.</b></p> <p><b>2. Present Level of Performance Pages along with goal pages will be reviewed for 25% of students with summaries kept on file.</b></p>	<p><b>January 2004</b></p>	<p><b>Debera Lucas</b></p>	<p><b>On-going</b></p>	<p><b>Met June 04</b></p>
<p>Please explain the data (6 month)  <b>Not applicable at this time.</b></p>				
<p>Please explain the data (12 month)  <b>The Todd County School District's goal pages have been revised (copy to be submitted to DOE). This revision allows for the identified student needs stated on the Present Level of Performance page to be pulled onto the goal page that will address the concern. Positive comments have been received from staff that is utilizing this form.</b></p>				

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<b>Principle:</b> Procedural Safeguards				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) The student and their parents must be informed of the transfer of parental rights one year prior to the student turning 18. In a review of 3 student records, there was no indication the student or parents were informed of the transfer of rights one year prior to the student turning age 18.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All students and their parents will be informed of the transfer of parental rights on or before their 17 <sup>th</sup> birthday.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  <b>100% of IEP's written which require transition planning will include documentation regarding transfer of parental rights.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
What will the district do to improve? <b>District IEP technical assistance guide will be revised to mandate discussion when transition planning begins. A copy of the revised manual will be submitted to the regional contact person.</b>  What data will be given to OSE to verify this objective? <b>A summary of spot checks will be submitted.</b>	September 2003  January 2004	Debera Lucas	On-going	Met October 27, 2004
Please explain the data (6 month) <b>A copy of the district's technical assistance manual was submitted. This manual is a "work in progress" and will in all likelihood be expanded upon when work with McREL and regional transition liaisons have been completed.</b>				

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Please explain the data (12 month) <b>The team of individuals who participated in the McREL training brought back many ideas and suggestions. The outgrowth of these discussions was that a new way of doing things needed to occur. Because of this, a transition IEP is being designed. The draft of this is being finalized and training will occur with staff prior to the beginning of the 2004-2005 school year. This IEP will place emphasis on Employment, Independent Living, Community Participation, Adult Services, and Post-Secondary Education. The IEP will not be add on to the existing plan, but rather a complete plan in and of itself. The TA guide will be revised to reflect these changes.</b>				
What will the district do to improve? <b>A brochure will be provided to parents and students regarding transition issues including transfer of parental rights. A copy of the brochure(s) will be submitted to the regional contact person for review.</b>  What data will be given to OSE to verify this objective? <b>A summary of parental and student survey items regarding transition will be submitted.</b>	<b>September 2003</b>	<b>Debera Lucas</b>	<b>On-going</b>	<b>Met June 04</b>
Please explain the data (6 month) <b>A parent brochure/handbook was developed and is included in the technical assistance guide. Summary of parent surveys were included. Student surveys are scheduled to be completed at the end of the first nine weeks, and will be submitted in January.</b>				
Please explain the data (12 month) <b>Parent surveys were tabulated and the results are as follows: (N=20)</b>  <b>"I am kept informed of my child's progress."</b> <b>No Opinion 1; Pleased 5; Satisfied 13; Dissatisfied 1; Upset 0</b> <b>[On dissatisfied, the parent explained that they had just transferred into our district, and they were dissatisfied with prior district, not TCSD]</b> <b>"I am satisfied with the educational program and services provided to my child."</b> <b>No Opinion 2; Pleased 4; Satisfied 14; Dissatisfied 0; Upset 0.</b> <b>"I have been involved in planning what will happen after my child is done with school."</b> <b>No Opinion 4; Pleased 5; Satisfied 11; Dissatisfied 0; Upset 0.</b>				

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**Student Survey Results are as follows: (N= 50)**

	<b>Agree</b>	<b>Disagree</b>	<b>Don't Know</b>	<b>Not Applicable</b>
<b>"I know what is talked about at my IEP meeting and feel ok asking questions."</b>				
TCMS	3	2	4	1
Outlying Schools	2	3	6	0
TCHS	7	1	17	4
<b>"I am 17 years old or older. I have been told what is going to change when I am 18 years old."</b>				
TCMS	1	0	0	9
Outlying Schools	1	2	0	8
TCHS	7	7	8	6
<b>"I am asked to go to my IEP meeting to help make decisions about what we write."</b>				
TCMS	3	1	5	1
Outlying Schools	5	0	5	1
TCHS	7	6	10	5
<b>"My teachers want me to be in activities like sports, clubs, drum group, band, choir."</b>				
TCMS	6	1	3	0
Outlying Schools	5	3	1	2
TCHS	14	2	8	4
<b>"I am 14 years old or older. Plans have been made to teach me things I will need to know when I am an adult."</b>				
TCMS	6	2	5	3
Outlying Schools	2	2	4	3
TCHS	8	3	8	9

**Todd County School District Improvement/Progress Report Form**

**Principle:** Individualized Education Program

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance) For each student, beginning at age 14, the IEP must include a statement of the transition service needs of the student that focuses on the student's course of study. For each student, beginning at age sixteen, a statement of the needed transition services is required including interagency responsibilities or any needed linkages. The course of study for each student is a compilation of the required courses to graduate from high school, however, a more detailed and more individualized approach to the course of study is required. Specific courses that are tied to each student's life planning outcomes should be discussed by the IEP team and incorporated into the IEP document. The course of study should include all of the classes that the student is projected to take through graduation. Through interview and a review of student records the review team found transition evaluation was consistently a survey, which includes questions about the students future and was compiled by the teacher and the student. This information must be used to develop a plan for students approaching transition age in order to design an outcome-oriented process, which promotes movement from school to post-school activities.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All student files beginning at age 14, will include a course of study that focuses on life-planning outcomes for the student. Beginning at age 16, all student files will include statements of needed transition services including interagency responsibilities or other needed linkages.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

**Though student, parent, and staff training the team will develop a transition plan that will address other agency involvement, work-study opportunities, and a course of study to meet the needs of individual students.**

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? <b>The District will organize a training/workgroup session to develop a manual that reflects local needs and opportunities and distribute to appropriate parties.</b>  What data will be given to OSE to verify this objective? <b>The manual will be kept on file.</b>	<b>January 2004</b>	<b>Debera Lucas</b>	<b>On-going</b>	<b>Met June 04</b>

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Please explain the data (6 month) <b>Not applicable at this time.</b>				
Please explain the data (12 month) <b>The District is gathering information regarding local needs and opportunities. This will be formalized and presented to staff during their training on implementation of revised transition IEP. The information will be kept on file and distributed to appropriate building level staff.</b>				
2. What will the district do to improve? <b>A career exploration course will be developed and implemented for use with 8<sup>th</sup> grade students identified as having mild to moderate delays.</b> What data will be given to OSE to verify this objective? <b>A consumer satisfaction survey will be given and a summary will be submitted for review.</b>	<b>June 2004</b>	<b>Debera Lucas</b>	<b>On-going</b>	<b>Met June 04</b>
Please explain the data (6 month) <b>Not applicable at this time.</b>				
Please explain the data (12 month) <b>This course is currently being offered to all identified 8<sup>th</sup> grade students. The survey will be completed at the end of the '03-'04 school year. To date, comments have been positive. Self-advocacy, career exploration, community resources are all things that are being addressed. Students are meeting in small groups (i.e. 3-6 to a group) with a counselor who is specifically addressing their needs. The resource teacher for each of the students is taking an active role in the development of the course.</b>				

### Todd County School District Improvement/Progress Report Form

<b>Principle:</b> Individualized Education Program
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) Present Levels of performance were not linked to functional evaluation.
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All present levels of performance will include information linked to functional assessment



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<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>				
<b>All IEPs will link functional assessments to the annual goals and objectives.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? <b>Training will be provided to all certified exceptional education staff regarding the linkage of students' present level of performance and goals/objectives.</b> What data will be given to OSE to verify this objective? <b>1. A summary of staff training will be submitted.</b>  <b>2. A summary of identified IEP pages (i.e. PLP and goal pages) will be submitted.</b>	<b>January 2004</b>	<b>Debera Lucas</b>	<b>On-going</b>	<b>Met June 04</b>
Please explain the data (6 month) <b>Not applicable at this time.</b>				
Please explain the data (12 month) <b>Forty-five IEPs were reviewed. All (100%) of all plans requiring PLP and goal pages were in place with appropriate linkage between PLP and goals/objectives.</b>				
2. What will the district do to improve? <b>The District's Present Level of Performance page will be revised to assist staff in identifying functional assessment strengths and needs. This information will then be utilized in development of goals and objectives. A copy of the revised form will be submitted for review to the regional contact person.</b> What data will be given to OSE to verify this objective? <b>A summary of results will be submitted.</b>	<b>September 2003</b>	<b>Debera Lucas</b>	<b>On-going</b>	<b>Met June 04</b>

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Please explain the data (6 month)  
**A copy of the district's present level of performance page was submitted. A review of linkage between present levels of performance and goals and objectives will be completed at the end of the semester.**

Please explain the data (12 month)  
**A copy of the district's present level of performance page was submitted. A review of linkage between present levels of performance and goals and objectives will be completed at the end of the semester.**

### Todd County School District Improvement/Progress Report Form

<b>Principle:</b> Individualized Education Program				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  Administrators did not sign as a participant at the meeting.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All required team members will sign as a participant at a students' IEP meeting.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  <b>Building administrators will attend all placement meetings within their buildings. If they are unable to do so, the administrator will designate another individual to attend who meets all requirements outlined in the Administrative Rules of South Dakota.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? <b>The District will develop and distribute a technical assistance guide to all schools that addresses team member responsibilities.</b> What data will be given to OSE to verify this objective? <b>A copy of the guide will be kept on file.</b>	<b>September 2003</b>	<b>Debera Lucas</b>	<b>Met</b>	

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Please explain the data (6 month) <b>Each building level administrator as well as all certified exceptional education teachers received a copy of the technical assistance guide. Training was completed with administrators in September.</b>				
2.What will the district do to improve? <b>In the event that a designee needs to be appointed, the building level administrator and person who meets the identified qualifications will complete and sign documentation page which will then be submitted to the Exceptional Education Office verifying qualifications and knowledge of responsibilities. . A copy of the form will be submitted to the regional contact person.</b>  What data will be given to OSE to verify this objective? <b>A summary of results will be submitted.</b>	<b>January 2004</b>	<b>Debera Lucas</b>	<b>On-going</b>	<b>Met June 04</b>
Please explain the data (6 month) <b>Not applicable at this time.</b>				
Please explain the data (12 month) <b>A total of 29 Administrative Designee forms have been utilized (Middle School 1; High School 2; He Dog 11; North 4; Rosebud 5; South 4; and Spring Creek 2). These forms are attached to the student's IEP and placed in the central office file. It appears that this process is working well.</b>				

### Todd County School District Improvement/Progress Report Form

<b>Principle: General Supervision</b>
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>Currently there are a number of training opportunities for staff members. It is felt however that more specialized assistance needs to be provided to general education staff members regarding assessment, modifications and planning for individual student needs.</b>

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<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
<b>Building level staff will feel more confident in providing and planning for individualized instruction.</b>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>				
<b>At the building level, all staff will participate in identifying training needs, scheduling specific sessions and implementing strategies discussed.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? <b>After needs have been identified each building will designate a portion of time for presentation(s) that will address specific needs.</b> What data will be given to OSE to verify this objective? <b>Summary and timelines for individual building plans will be kept on file.</b>	<b>January 2004</b>	<b>Debera Lucas</b>	<b>On-going</b>	<b>Met June 04</b>
Please explain the data (6 month) <b>Not applicable at this time.</b>				
Please explain the data (12 month) <b>All plans are being kept on file at the individual buildings. Within each building staff is networking with co-workers and administrators regarding various training needs. As a result of the requests from each building, a Behavior Class, a course dealing with adapting/modifying within the general classroom, and a session dealing with math instruction will be offered to all staff this summer. Each course will be one week in length. Parents will be informed as to timeframes.</b>				
2. What will the district do to improve? <b>Parents will be invited to participate in training opportunities.</b>  What data will be given to OSE to verify this objective? <b>Copies of parental invitations will be kept on file.</b>	<b>January 2004</b>	<b>Debera Lucas</b>	<b>On-going</b>	<b>Met June 04</b>
Please explain the data (6 month) <b>Not applicable at this time.</b>				

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Please explain the data (12 month)

**Parents have been eligible to participate in any training offered at the building level. All information is posted on the District's web site as well as within each individual building. Parents are also eligible to participate in trainings that will occur this summer.**